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ABSTRACT

This seventh in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers who also serve as cooperating teachers competence in planning the total student teaching experience--planning appropriate activities for student teachers and developing plans for evaluating their progress. The terminal objective for the module is to plan student teaching experience while serving as a cooperating teacher in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning expeiences and the resources required. Materials in the learning experiences include required reading with self-check quiz and model answers, a case study to critique and model critique, performance checklists, planning worksheet, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

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ED153082

MODULE

I-7

Plan the Student Teaching Experience

MODULE I-7 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

This module is planned for **experienced** teachers who have been selected to supervise college students in the student teaching phase of their teacher training program. The student teachers may be involved in a conventional training program, or they may be a part of a modularized, performance-based teacher education program. The basic purpose of this module is to help the experienced teacher develop expertise in planning for the total student teaching experience.

This is the second of three interdependent and related modules concerned with laboratory experiences in teacher education. The first (Module I–6) deals with planning and providing laboratory experiences for the prospective teacher, the second (Module I–7) with planning the student teaching experience, and the third (Module I–8) with supervising student teachers. In these modules, directed laboratory experiences are conceived of as being a continuum, starting early in the teacher education program and gradually increasing in complexity, intensity, and frequency as the program proceeds.

The experiences begin with basic observation, continue through controlled instructional participation, and terminate in full-time student teaching. In this concept, the student teaching program is not considered to be a discrete experience disconnected from the professional course work that has gone before. Rather, it is considered to be another phase of teacher education—one involving more complex tasks, broader responsibilities, and higher standards of performance.

No matter in what program context it takes place, student teaching is the capstone, or culminating, experience of preservice professional education. The many other aspects of professional

education—including college course work, vocational experience, laboratory experiences, and professional interactions—all contribute to the base on which student teaching is built.

Student teaching is the experience that allows the college student to expand and extend his or her competence, helps him or her integrate teaching theory and practice, and provides personalized meaning to all that has gone before. In a performance-based (or competency-based) teacher education program, student teaching is the time when many competencies will be demonstrated and assessed in the actual school situation. In a few short weeks, the student teacher undergoes great personal change as he or she moves from college student to beginning teacher, by acquiring whole new sets of attitudes, responsibilities, and proficiencies.

This module is designed to give you competence in planning the total student teaching experience. It will help you develop skill in planning appropriate activities for student teachers and developing plans for evaluating their progress.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and activities which should be included in, the student teaching experience (*Learning Experience I*).
2. After completing the required reading, prepare and present information on the standard operating procedures of your school and your vocational program (*Learning Experience II*).
3. After completing the required reading, assign student teaching responsibilities to a hypothetical student teacher in a given case study (*Learning Experience III*).
4. After completing the required reading, develop a plan for evaluating student teacher progress throughout the student teaching experience (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in providing laboratory experiences for prospective teachers. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Provide Laboratory Experiences for Prospective Teachers*, Module I–6

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

Reference: Fardig, Glen E., Robert E. Norton, and James B. Hamilton. *Guide to the Implementation of Performance-Based Teacher Education*. Athens, GA: American Association for Vocational Instructional Materials, 1978 (required only if you are working with a college or university using a PBTE program).

Reference: Hamilton, James B. and Karen M. Quinn. *Resource Person Guide to Using Performance-Based Teacher Education Materials*. Athens, GA: American Association for Vocational Instructional Materials, 1978 (required only if you are working with a college or university using a PBTE program).

Optional

The student teaching and/or cooperating teacher manual from the college or university with which you are working that you can review.

Learning Experience II

Required

A peer to role-play a student teacher to whom you are explaining your school's standard operating procedures, and to critique your ability to plan and present this information. If a peer is unavailable, you may explain your school's operating procedures to your *resource person*.

Learning Experience III

No outside resources

Learning Experience IV

Required

A resource person to evaluate your competency in developing a plan for evaluating student teacher progress.

Optional

Reference: Johnson, James A. and Roger A. Anderson. *Secondary Student Teaching: Readings*. Glenview, IL: Scott, Foresman and Co., 1971. (Out of print)

The student teaching manual from the college or university with which you are working, to review the evaluation materials it contains.

Learning Experience V

Required

An actual school situation in which, as part of your duties as a cooperating teacher, you can plan the student teaching experience.

A resource person to assess your competency in planning the student teaching experience.

Terms in This Module

Prospective Teacher . . . refers to a college student who has an expressed interest in becoming a teacher. He or she may be at an early exploratory stage in his or her education and commitment, or may have fully developed plans for entering the profession.

Student Teacher . . . refers to a student who is in the final period of supervised induction into teaching, and who is functioning in the role of the teacher in an actual school program.

Laboratory Experiences or Clinical Experiences ... refers to supervised experiences in actual school programs, provided for prospective teachers. Included are observation of students and schools, participation in educational activities, and short sessions of actual teaching.

Cooperating Teacher ... refers to an experienced vocational teacher working in a school, who is cooperating with a teacher education program by providing the laboratory experiences needed by prospective teachers.

College Supervisor ... refers to a faculty member of a teacher education institution who assumes responsibility for organizing and supervising the laboratory experiences of prospective teachers.

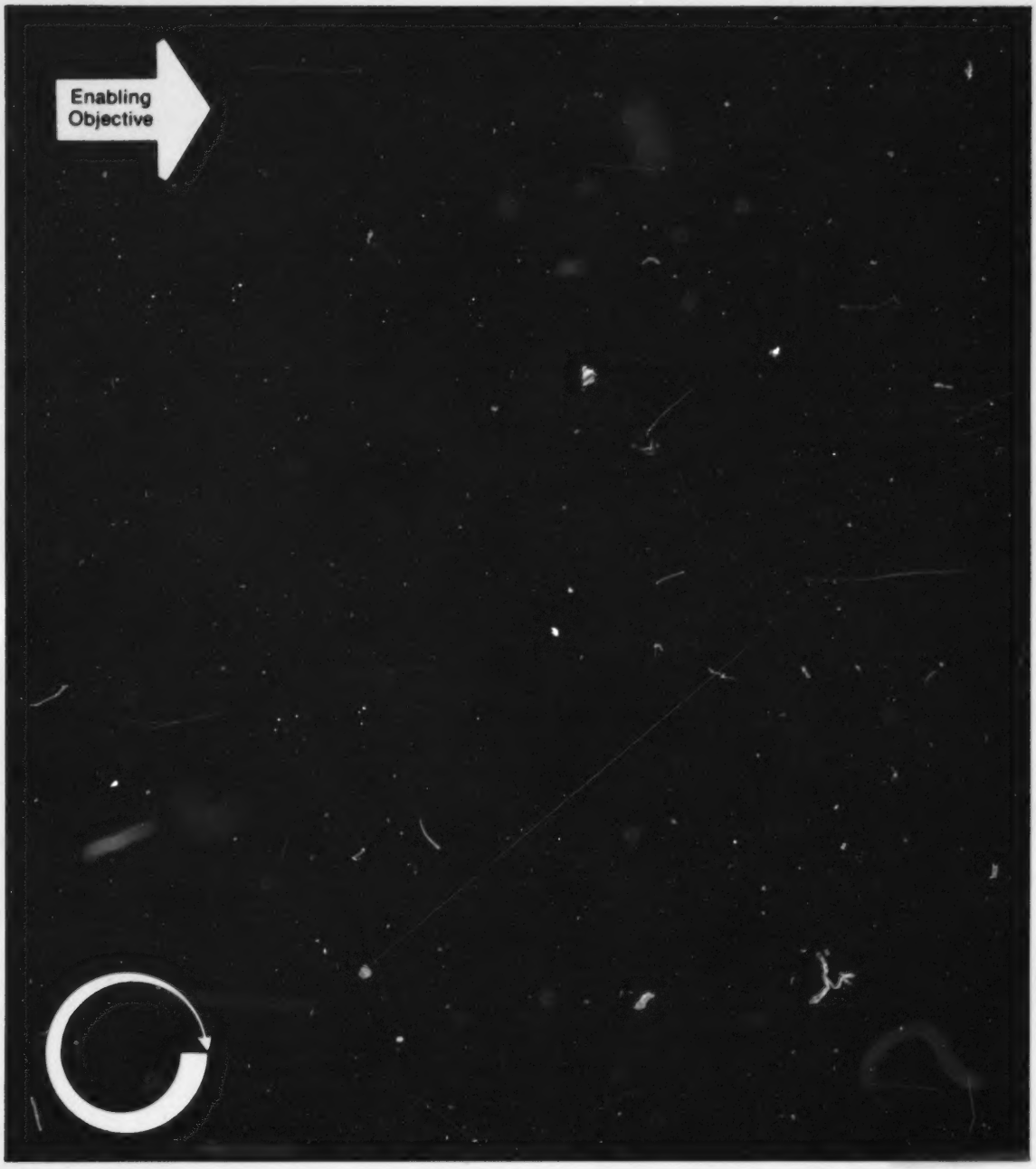
This module covers performance element numbers 324–326, 330 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

NOTES

Learning Experience I

OVERVIEW



For information on the rationale for, and activities which should be included in, student teaching, and on your responsibilities in providing these experiences, read the following information sheet:

PLANNING ACTIVITIES FOR STUDENT TEACHERS

This module provides a basic rationale for the student teaching experience within the total teacher education program. Each program, however, interprets the rationale in its own way and places somewhat different emphases on its various elements. Traditional student teaching programs taking place in a small institution might, for example, be quite different in direction from modularized, performance-based programs in a large urban institution, even though their basic student teaching rationales are similar.

The purposes of the program and the needs of the students require that each student teacher's experience be a unique one. This places a serious responsibility upon the cooperating teacher to carefully plan for each student teacher.

For the desired changes to take place and the anticipated personal/professional development to occur, student teaching cannot be a random series of experiences or a haphazard opportunity to practice the skills of teaching. The program must be organized around recognized objectives, with plans for reaching the objectives, and a structure designed to facilitate the plans.

Experienced cooperating teachers will work with professional teacher educators (college supervisors) to plan the student teaching period so it will function as an integral part of the organized teacher education program leading to professional certification. The cooperating teacher will plan with the student teacher to fulfill individual needs, capitalize on capabilities, and aid the student teacher in reaching his/her personal and professional goals.

Ideally, the planning process for the student teaching experience will begin long before the student teacher arrives at the school to begin full-time responsibilities in the teaching role. This planning involves communication among the college supervisor, the cooperating teacher, and the prospective student teacher to identify—

- specific experiences needed to complete the student teacher professional development program
- specific units of instruction that will be in progress while the student teacher will be in residence
- specific activities that will be occurring in the student vocational organization
- additional activities that are specific for that school and the cooperating teacher (e.g., completing an occupational survey, attending an inservice education program, or doing an inventory of supplies and equipment)

In addition, since student teaching occurs away from the university/college campus, details such as housing for the student teacher, transportation arrangements, and costs of living in the school-community area may have to be discussed during the cooperative preplanning. This type of long-range planning permits all those concerned, including the students in the school, to be prepared to make the student teaching experience as effective as possible.

However, long-range planning is not always realistically possible. Sometimes, the cooperating teacher will have little advance notice concerning who the student teacher will be. In that case, planning for student teaching must be done almost concurrently with the program in progress. This circumstance does not rule out the need for planning; it simply puts the planning in a compressed time frame.

The student teaching manual from the college/university can be of help in defining these areas of concern. In addition, however, personal contact, conferences, and consensus will be of great benefit in establishing mutual agreement and confidence. An integral part of your plans should in-

clude a conference (on the campus or at your school) with the student teacher, the college supervisor, and you for the purpose of discussing the plans you have developed. Then, any changes can be made prior to the time the student teacher arrives in your community.

Many student teachers approach the student teaching experience with hesitation or with real anxiety. Cooperating teachers also have concerns about their duties, responsibilities, expectations, and relationships relative to student teaching. Many of the questions and concerns can be removed by acquiring the necessary information and making thorough preparation. Planning will aid in making the student teaching experience challenging and exciting for both the student teacher and for you, the cooperating teacher.

The student teacher is an individual with unique needs, special abilities, personal problem areas, personal interests, and a unique background of educational experiences. Plans for student teaching need to take all of these factors into account. Planning for individual needs has the additional benefit that the student teacher knows that his/her work in the school is anticipated, and that others are concerned with his/her success and are interested in him/her.

While the plans should be well organized and detailed, they must also be flexible. As you confer with the student teacher and the college supervisor, new needs may become evident. The student teacher may need additional experiences in order to achieve the beginning level of competency, or may desire additional experiences if he/she has progressed in the program at a more rapid rate than projected in the original plan.

What activities should be planned for student teachers? If the student teacher is involved in a

modularized competency-based teacher education program, planning will demand considerable thoroughness, care, and organization. Activities within such a program tend to be very specific. Thus, the student teacher will need to be scheduled for a large number of specific instructional tasks in which he/she will have the opportunity to perform.

Such performances as providing displays and exhibits in the school and community on the vocational program, conducting individual and group conferences, or introducing a lesson must be observed and assessed by you and/or the college supervisor using predetermined criteria. Evaluation procedures will need to follow the patterns and forms spelled out in the modules. Any remedial experiences will have to be devised by you. Equipment, facilities, and classroom activities will need to be organized so the student teacher has the opportunity to perform.

Planning activities for student teachers within a conventional teacher education program also involves thorough planning and close cooperation between you and the teacher training institution. Lists of suggested activities for student teachers are sometimes published in student teaching manuals. As you consider the activities in which it is important for student teachers to gain experience in your specific program, it may be helpful to consider the following broad areas.

- **Planning of instruction.**—This might include activities related to preparing student performance objectives, developing a unit and correlating it with on-the-job and laboratory experiences, planning and writing lesson plans,

selecting and obtaining student instructional materials, and preparing teacher-made instructional materials.

- **Execution of Instruction.**—Experience in the many techniques of teaching, such as leading a discussion, demonstrating a manipulative skill, demonstrating a concept, directing student study, directing student laboratory experience, and conducting a field trip, would be included in this area. Activities relating to presenting information with a wide variety of audio and/or visual media could also be included.
- **Evaluation of Instruction.**—Experiences in establishing criteria for student performance, and preparing, administering, and evaluating laboratory performance tests and written tests may be valuable. Experiences in measuring affective performance and determining student grades would also be valuable.
- **Program management.**—Activities to give the student teacher practice in maintaining the vocational laboratory, managing equipment, and handling supplies are extremely important in many occupational programs.
- **Student guidance.**—The student teacher could be given experience in gathering data about students, conducting individual or group conferences with students, planning and conducting activities on career opportunities, and assisting students in applying for employment.
- **School-community relations.**—Helping with an open house, preparing an exhibit, brochure, or news release, or giving a presentation to promote vocational education may be valuable public relations activities.
- **Professional development.**—Attending vocational and professional faculty and department meetings, having conferences with school administrators, examining and reading professional publications, and discussing issues relating to vocational education are activities which may aid the student teacher in professional development.
- **Student vocational organizations.**—Orienting students to student vocational organizations, assisting in developing the yearly program of work, assisting students in working for degrees and in preparing for contests, assisting in planning, organizing and publicizing organization activities, and assisting in the preparation of state and national reports are examples of possible student vocational organization involvements for your student teachers.

Along with the plans for activities to be carried out during student teaching, you need to make plans for interpreting local school policies to the student teacher. For example, if teachers are to sign in and out of the school, the student teacher needs to know this procedure. This might be a

favorable time to acquaint the student teacher with the local administration, and to give him or her some experience in working with school administrators.

The student teacher should be given a chance to become familiar with the school buildings, special services, instructional materials available, and supporting staff. Arrangements for work space and for storage of the student teacher's personal effects should be made before his/her arrival.

The responsibilities of the cooperating teacher vary from one university or college to another. A general list of responsibilities follows to help you in planning activities for the student teacher based upon the university/college expectations.

- Acquire information about the student teacher and his/her educational background.
- Understand the academic and professional program of the college from which the student teacher comes.
- Incorporate the requirements of the college program into the planned experiences.
- Prepare and provide information about school, community, and vocational programs for the student teacher.
- Arrange for the cooperation of school faculty and staff in the student teaching experience.
- Plan for the evaluation of the student teacher's progress and performance in the context of the program's requirements.
- Cooperate in defining areas of authority, responsibility, and accountability among stu-

dent teacher, cooperating teacher, and college supervisor.

- Devise a time schedule of student teaching events.
- Prepare a series of graduated teaching/learning experiences for the student teacher.
- Complete clerical and administrative procedures to satisfy school and college requirements.
- Arrange physical facilities to accommodate the student teacher in the school.
- Arrange and participate in conferences with the student teacher and/or the college supervisor.

The college/university has professional files for each student teacher. These contain valuable information concerning courses and laboratory experiences completed, organizations joined, and personal background data. This type of information is invaluable to you in charting activities for a specific student teacher. It is important to remember, however, that in order to avoid conflict with laws covering invasion of privacy, you should obtain only that information that is freely provided by the student teacher.

You may wish to obtain a student teaching manual and/or cooperating teacher manual from the college/university with which you are working. You may read these documents to determine the activities student teachers are expected to experience and/or the responsibilities of cooperating teachers as viewed by the college or university.

If you are working with a college or university using a PBTE program, read Fardig, Norton, and Hamilton, *Guide to the Implementation of Performance-Based Teacher Education*; and/or Hamilton and Quinn, *Resource Person Guide to Using Performance-Based Teacher Education Materials*.

The following items check your comprehension of the material in the information sheet, Planning Activities for Student Teachers, pp. 8–11. Both items require a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. Write a short statement of your own rationale for student teaching. Focus on the purpose of student teaching in vocational education and the need for systematic planning to accomplish these purposes.

2. Develop a list of student teaching activities which you believe would form the basis for a successful student teaching experience in your occupational program. These activities should draw upon and enrich the student teacher's college work. Be sure your list includes activities for the student teacher involving teaching techniques, evaluation techniques, student guidance, program management, school-community relations, guidance of students, professional development, and experience in the classroom.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The broad goal of teacher education is to provide teachers with the knowledge, skills, and attitudes necessary for successful and effective teaching. The specific purpose of student teaching is generally thought of as inducting teachers into the profession—providing experiences that help change the college student into a professional teacher.

   During the period of student teaching, the realities of a contemporary school become apparent as student teachers develop an understanding of the teacher's role and an accurate perception of themselves as teachers. Student teachers have the opportunity to develop skills in the planning, execution, evaluation, and management of instruction during student teaching. The student teaching experience offers the opportunity for student teachers to put vocational-educational theory into practice.

   Student teaching must be carefully planned with the cooperating teacher, the student teacher, and the college supervisor if maximum learning is to be realized. To perform well, the student teacher must be thoroughly oriented to the school and the program of the cooperating teacher. This orientation must result from the combined efforts of the cooperating teacher and the college supervisor. They also must work together, with input from the student teacher, in planning activities which fit the student teacher's strengths and individual needs.

2. The following list contains a sample of some student teaching activities which might be appropriate during the student teaching period. Your program and the university or college with which you are cooperating may require or recommend other activities.

   Experiences requiring a variety of teaching techniques are as follows:

   - Lead or guide a group discussion.
   - Demonstrate a manipulative skill.
   - Demonstrate a concept or a principle.
   - Participate in team teaching.
   - Direct individualized study.
   - Use a resource person or subject matter expert.
   - Employ oral questioning techniques.
   - Direct student laboratory experiences.
   - Employ simulation techniques.
   - Direct student study.
   - Direct students in instructing other students.
   - Conduct a field trip.
   - Use brainstorming, buzz group, or question box techniques.
   - Illustrate with bulletin boards and exhibits.
   - Illustrate with models, real objects, and flannel boards.
   - Present information with overhead and opaque materials.
   - Present information with filmstrips and slides.
   - Present information with films.
   - Present information with audio recordings.
   - Present information with televised and videotaped materials.
   - Present information with the chalkboard and flip chart.
   - Direct students in problem-solving techniques.

   Experiences with a variety of evaluation instruments, techniques, and responsibilities are as follows:

   - Assess student cognitive, psychomotor, and affective performance using appropriate devices (e.g., pretests, objective tests, essay tests, performance tests, checksheets, rating sheets, attitude scales, observations, conferences, discussion, etc.).
   - Establish standards (criteria) for student performance.
   - Recommend grades for students during a period of student teaching.
   - Evaluate instructional effectiveness.

   Experiences in program management are as follows:

   - Assume responsibility for the appearance and orderliness of the facility.

- Report and record student attendance.
- Assist students in developing self-discipline.
- Contribute to the updating of the program's files.
- Add to the illustrative materials in the program.
- Learn procedures used for the upkeep and maintenance of the physical facilities.
- Learn how books, equipment, instructional materials, and supplies are purchased.
- Arrange for and operate audiovisual equipment.
- Provide for the safety and first aid needs of students.

Experiences in student guidance are as follows:

- Gather data about students through a variety of techniques (e.g., analyzing cumulative records).
- Hold informal or formal conferences with students.
- Plan an activity on career opportunities.
- Assist students in applying for employment or further education.

Experiences in school-community relations are as follows:

- Interpret the vocational program to the school through personal contact with administrators, counselors, and students.
- Interpret the vocational program to the community through personal contacts, open houses, and the media.
- Obtain feedback from the school and the community on the vocational education program.

Professional development activities are as follows:

- Read professional publications.
- Discuss local, state, or national educational trends, issues, and legislation with the cooperating teacher.
- Discuss professional organizations with the cooperating teacher and others.
- Attend professional meetings.

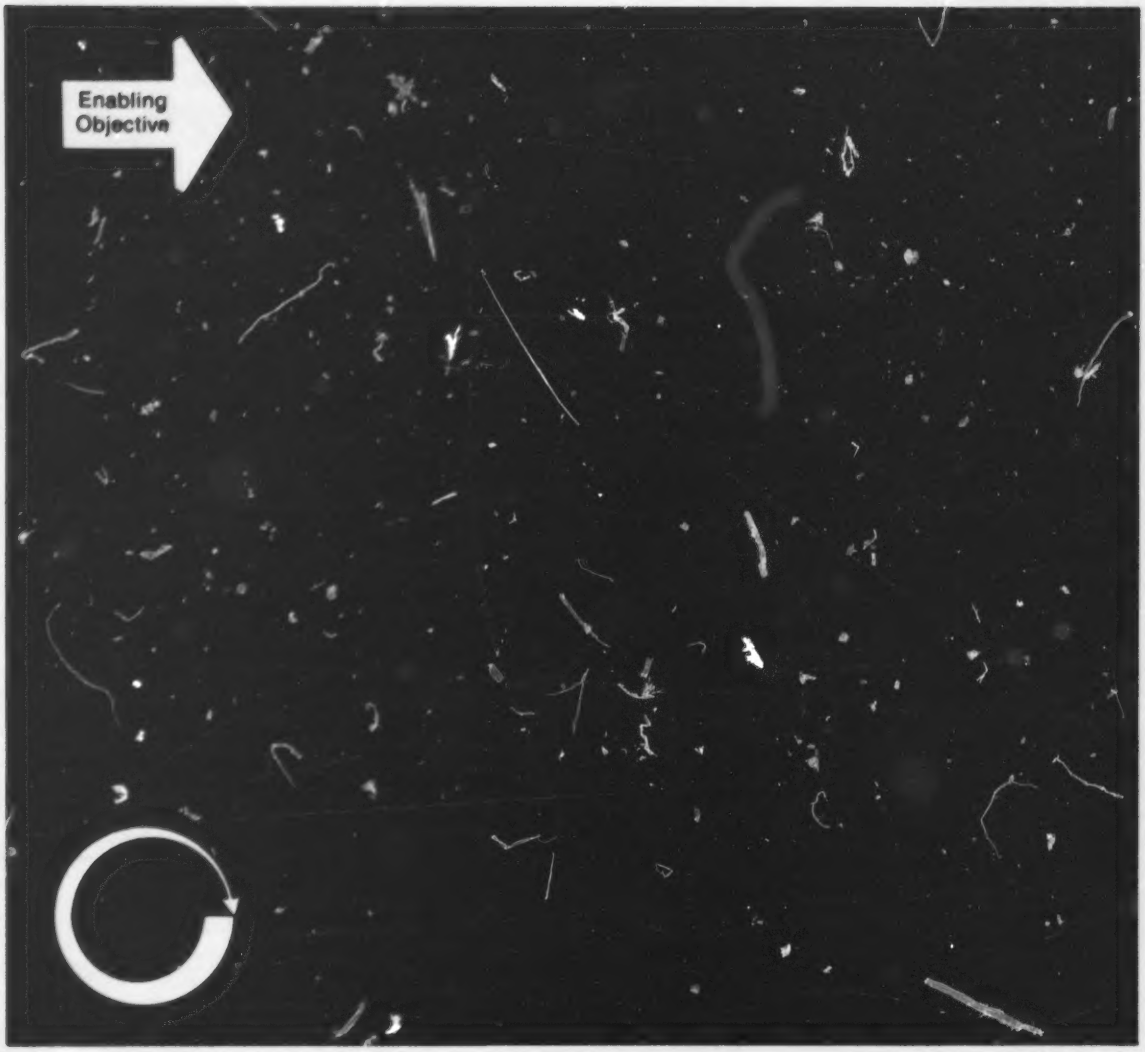
Overall teaching experiences are as follows:

- Teach one or more classes in two different areas of the service area for the major part of the class period.
- Introduce and complete a unit or minicourse.
- Assume all the instructional responsibilities of the cooperating teacher for a specified period of time.
- Coordinate student vocational organization activities with the total program.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning Activities for Student Teachers, pp. 8–11, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

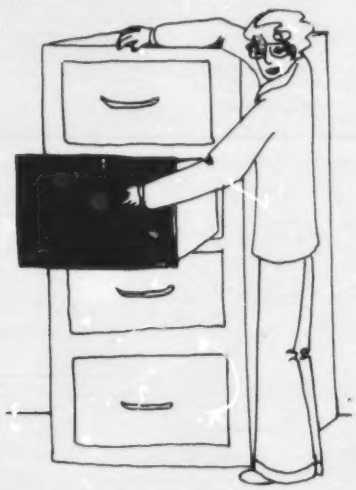


Activity

For information on collecting pertinent information on the standard operating procedures of your school and your vocational program for use by a student teacher, read the following information sheet;

STANDARD OPERATING PROCEDURES

One of your responsibilities as a cooperating teacher is to prepare for prospective teachers a file of information about the community, the school, and the vocational education program. This information will help prospective teachers understand the instructional program and their place in it. Full-time student teachers, however, need to know not only about the school's program, but about how to function efficiently within the schedules, policies, regulations, procedures, and traditions of the particular school setting in which they work.



Information of an administrative or procedural nature is often referred to as "Standard Operating Procedure." It tells **where** one is supposed to be, **when** one is supposed to be there, **what** one is supposed to do, and **how** one is supposed to do it. Official and informal policies and regulations provide the standard operating procedures for a school. Standard operating procedures are common knowledge to experienced teachers, who tend to take these things for granted. However, student teachers, coming as they do from the quite different world of the college campus, need to be explicitly informed about these matters.

Student teachers will need to know the rules and regulations immediately so that they can make the all-important good beginning for their stay at the school. The early days of student teaching are filled with enough anxiety without subjecting student teachers to confusion about the way in which they are supposed to conduct school affairs. Student teachers want to do the right thing and to avoid making mistakes that would cause them to lose the respect and confidence of students.

By avoiding errors in handling routine and ordinary matters, student teachers can concentrate their efforts on the important tasks of instruction and dealing with the needs of students. The transition from college student to beginning teacher can be made more smooth and efficient for the student teachers themselves, less disruptive to the vocational program, and less upsetting for the students if everyone concerned has a clear understanding of standard operating procedures.

While it is unwise to swamp student teachers with information and responsibilities to the point where they feel overwhelmed, they do need to know standard operating procedures very early in their work at the school. As prospective student teachers come for their first planning conference, the cooperating teacher should have preliminary materials ready for them. As they begin classroom work, they should have complete operating procedures available in a convenient, readily available form.

Because new student teachers will not really know what questions to ask, you will have to anticipate the problems, and provide the answers or the sources for obtaining the answers. You will want to have a conference with the student teacher to explain the information you have gathered for his or her use on standard operating procedures.

Further, you will want to explain how the information is organized. You will also want to encourage the student teacher to discuss any of these regulations with you.

There are, in general, five classes of information that each student teacher will need to have at his/her disposal. These are as follows:

- **School-system-wide regulations that affect the position of a student teacher, and that directly concern interactions with students.**—Regulations at this level frequently have the force of law so it is essential that the student teacher have a clear understanding of his or her position and responsibilities. In order to prevent undue confusion, the student teacher should not be given more information than is actually needed at this time, however. For example, if a student teacher (as well as a teacher) is prohibited from dating a student, this policy should be made clear to the student teacher. In addition, the student teacher should know if he/she is allowed to administer corporeal punishment, if he/she is covered by the school's accident or liability insurance, etc.
- **School building policies, regulations, and routines.**—This kind of information will probably be the most voluminous and of great concern to the student teacher. Mistakes made in this area can cause considerable difficulty and loss of personal self-confidence for the student teacher. The student teacher needs to know not only the regulations, but where to go for clarification or interpretations. For example, the student teacher needs to know when classroom, laboratory, or shop doors are to be locked, if teachers are permitted to work in the building after school hours, how to notify the school in case of illness, etc.
- **Operating routines and requirements set by the cooperating teacher for his or her own vocational classes.**—Though the teacher functions within the policies of the school, every teacher conducts classes in a unique manner. The student teacher should be fully instructed in how classes are managed, what kind of learning environment is established, and what is expected of the students in the class.

  Much of this information may have to be imparted orally or by student observation. Again, it would be unfair to expect the student teacher to assimilate all of this at once, so he or she should be given the information as he or she has need for it. If, for example, you always check the tool panels before dismissing each class, inform the student teacher of this procedure and why you do it. If, in an adult class, attendance policies are very free, the student teacher should be aware of this.
- **General expectations of teacher behavior.**—The area of school expectations in which student teachers frequently find themselves in difficulty is that of personal behavior and personal relations with students. At the same time, this aspect of the teacher's position is least likely to have clear-cut guidelines for the student teacher. Therefore, it may be necessary for the cooperating teacher to confer with the student teacher about acceptable teacher behavior, standards of personal appearance, community mores, and proper relationships with students. For example, if you know that student teachers are expected to become involved with student vocational organizations, let the student teacher know about it. If men are expected to wear jackets in the school building, tell the student teacher.
- **Freedom to change and innovate.**—Plans for student teaching should also include a mutual understanding between the cooperating teacher and student teacher about what changes in policy or routine may be made by the student teacher. He or she will need to be aware of the leeway in developing his or her own procedures and techniques, and of what the limits of change are. Generally, student teachers should be encouraged to work out their own methods of operation after they have learned how to function within the existing structure.

  For example, the unit plans may not have included a field trip to a local industry, but student interest may have developed in such a field trip. The student teacher needs to know if new learning experiences can be substituted. If so, does he/she need to inform the cooperating teacher?

The two lists that follow provide a reminder of the kinds of standard operating procedures that the student teacher will need to know about. The

lists are not all-inclusive nor universally applicable. Some items are important to secondary school, others to post-secondary institutions. However, this list can be used as a source of ideas for collecting information, selecting sources, and generating a fund of data for use by the student teacher as reference for functioning within the school system.

Components of School Standard Operating Procedure

- school calendar
- class schedule and signals—teacher's hours
- first-aid service—health services
- accident reporting
- corridor regulations and movement within the school
- disciplinary support and services
- library use and services
- media services and materials
- duplicating services and materials
- cafeteria procedures
- faculty absence reporting procedures and regulations
- parking regulations
- meetings: faculty, departmental, committee, community
- testing program
- attendance reporting
- reports to parents or students
- central office records, student attendance, books, transfers
- field trip policies
- laboratory supply requisitioning
- equipment maintenance services
- textbook supplies
- visitor policies
- faculty lounge: facilities and use
- bookstore policies and services

Components of Vocational Class Operating Procedures

- standard class period routine—beginning and ending
- attendance and tardy policies
- student vocational organizations and officers
- dress policy—students and teachers
- safety and sanitation program
- laboratory work procedures and regulations
- keys
- students' personal work policies
- laboratory supply system
- equipment maintenance and repair
- tool control procedures
- money collection and reporting
- after-school work policies
- student housekeeping responsibilities
- student interaction policies

Prepare, in usable form, a file of informational materials on the standard operating procedures of your school and of your vocational program that can be used by student teachers. Your file should contain pertinent information relating to school-system-wide regulations; school building policies, regulations, and routines; operating routines and requirements for the vocational program; general expectations concerning behavior; and freedom to change and innovate.

In a simulated situation, explain the standard operating procedures of your school and vocational program to a peer. Give your peer the file of information you prepared, and ask him/her to review it. Then, explain key procedures, and respond to any questions he/she may have. This peer will serve two functions: (1) he/she will role-play a student teacher to whom you are explaining the standard operating procedures of the school and your vocational program, and (2) he/she will evaluate your performance. If a peer is not available to you, you may explain these procedures to your resource person.

After you have developed your information file and met with a peer, or with your resource person, to review the file, give him/her the Standard Operating Procedures Checklist, p. 19, to use in evaluating your file and your ability to acquaint him or her with the information it contains.

STANDARD OPERATING PROCEDURES CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

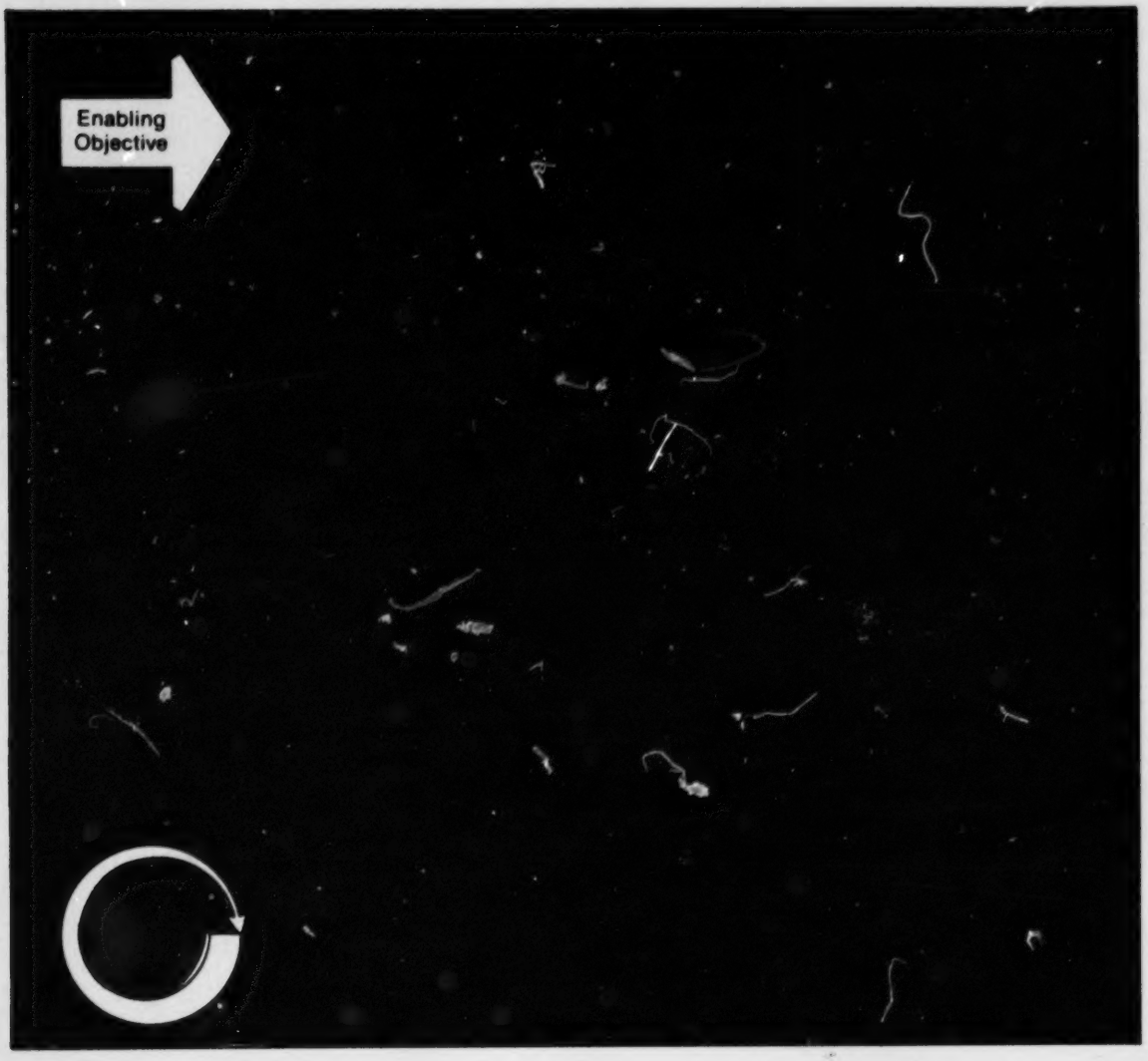
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The file includes information on:				
1. school-system-wide regulations	☐	☐	☐	
2. school building policies, regulations, and routines	☐	☐	☐	
3. operating routines and requirements for the vocational class/es)	☐	☐	☐	
4. general expectations of teacher behavior	☐	☐	☐	
5. freedom to change and innovate	☐	☐	☐	
The completed file:				
6. contains clear, readable information	☐	☐	☐	
7. is organized in usable form (e.g., labeled manila folders or accordian folders)	☐	☐	☐	
During the meeting, the teacher:				
8. clearly explained how the informational material is organized	☐	☐	☐	
9. clearly explained the standard operating procedures of the school and vocational class	☐	☐	☐	
10. answered any questions concerning these procedures	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience III

OVERVIEW



For information on assigning responsibilities to student teachers that are appropriate to their background knowledge and experience, and that utilize inputs from student teachers and college supervisors, read the following information sheet:

ASSIGNING STUDENT TEACHING RESPONSIBILITIES

Planning for student teaching is in many ways like planning for teaching. Inducting the student teacher into the responsibilities of classroom teaching is basically an act of teaching itself. The basic principles of teaching and learning remain the same. In addition, many of the same techniques used for working with school students can be used in dealing with the student teacher.

It is good teaching practice to know a good deal about your students: vocational backgrounds, personal backgrounds, special interests, academic records, strengths, and limitations. This same principle applies to working with the student teacher. The student teacher brings to the school individual abilities, skills, attitudes, and personal characteristics. Such information about student teachers can be used to derive clues as to what special experiences they need, what responsibilities they are prepared to take on, and what directions and approaches would most effectively develop their potentials.

You may find that a personal interview with student teachers during the planning stage of the program will be of great value in obtaining this information. A considerable amount of information can also be found in student teachers' applications for student teaching. Other sources include personal résumés, transcripts of their college work, their records of laboratory experiences, and recommendations from employers and instructors. When seeking to obtain information about student teachers, be sure to examine **only** that information that has been released for this purpose.

On the basis of this fund of knowledge about the student teacher, you can draft a plan of responsibilities and experiences. This plan should allow for **gradual** induction into the teacher's role, based on the **success** of each activity as the experience progresses. The assigned responsibilities should utilize the **existing strengths** of the student teacher to help enrich the program and to build confidence within the student teacher. For example, if the student teacher is very knowledgeable about a small business in your service area, a field trip directed by the student teacher might be an appropriate responsibility to assign this person.

As the student teaching program progresses, you can provide opportunities to gradually extend and refine the competencies of the student teacher. You should be sure to allow the student teacher time to **prepare** for each new experience in order to achieve proficiency. Areas of personal insecurity in professional preparation can be approached after the student teacher has had successful experiences that are recognized by him/her and reinforced by you.

The plans that you develop, whatever form they take, should be concrete and should be made available to student teachers so that they know the general direction in which they are expected to go. There is, of course, every possibility that individual plans may need to be modified as you get to know the student teacher better, and as actual experience reveals the level of performance of which the student teacher is capable. It is an excellent idea to review each potential plan in its early stages with the student teacher and the college supervisor for their suggestions.

The following Case Study contains background information about a hypothetical student teacher, Fran Foremost. Read the situation described, and be prepared to use this information in planning student teaching responsibilities for Fran.

CASE STUDY

The following data about Fran Foremost were released from the student teachers' record file in your occupational specialty at Buchanan State University. These data are confidential and for use only in planning student teaching activities for Fran.

Educational Background

High School

Graduated from Wayne High School
500 in graduating class, ranked in upper quartile
Enrolled for two years in your occupational specialty

Community College

Graduated from Buchanan Community College
3.00 grade point average
Course work planned to transfer to university

Buchanan University

Major in your vocational service area
Minor in communication
40 credit hours completed in your occupational specialty
General education requirements completed
3.17 (4-point system) grade point average
3.25 professional education grade point average
Vocational competency examination, upper quartile

Personal Data

Family includes mother, two sisters, and a brother
23 years of age
Health is excellent
Not interested in extracurricular activities
Enjoys reading
Part owner of a small business in your occupational specialty

Data from Interview with College Supervisor

Car available for transportation
Will not be working in the small business while doing student teaching
Well groomed, pleasant, and polite
Quiet manner, not very outgoing
Asked questions during interview
Still expresses insecurity in her ability to work with students

Comments of University Faculty

Conscientious student
Always well prepared
Does not participate much in class discussions or in group activities

Laboratory Experience Record

Junior Year, First Semester

Completed 10 hours of observations in classroom, in laboratory, and on the job
Assisted a student in solving a problem related to a manipulative skill
Participated in a field trip with a group of students

Junior Year, Second Semester

Taught a lesson involving a concept
Took a group of students on a field trip
Gave a talk at a student vocational organization meeting

Senior Year, First Semester

Prepared an exhibit for an open house
Taught a lesson involving a manipulative skill
Helped in preparing evaluation devices for a unit

Below is a Chart for Assign nent of Student Teaching Responsibilities for you to use in assigning responsibilities for Fran Foremost which are appropriate to her background and experience. Indicate the time in her student teaching experience when Fran might begin each activity or responsibility by marking an X at the appropriate point. Then, if appropriate, continue the duty line to the right until the point at which the activity or responsibility would end. On a separate sheet of paper, explain **why** you assigned each responsibility as you did.

CHART FOR ASSIGNMENT OF STUDENT TEACHING RESPONSIBILITIES

Student Teacher Responsibilities	**Student Teaching Time Line**				
	Begin	¼	Mid-point	¾	End
1. Plan and organize a class field trip					
2. Take on routine teaching and clerical tasks					
3. Observe cooperating teacher in formal teaching					
4. Observe nonvocational classes in session					
5. Grade student homework assignments					
6. Give first demonstration to the class					
7. Give short test and evaluate results					
8. Confer with guidance/counseling staff					
9. Attend advisory committee meeting					
10. Advise student vocational organization officers					
11. Make case study of a problem student					
12. Work as assistant teacher in laboratory situation					
13. Make transparencies for overhead projector					
14. Take over single class for a full period					
15. Assume full teaching load; take over all classes					
16. Other duties (specify)					

Compare your completed responses to the Case Study with the responses given in parts I and II in the Model Responses given below. Your plans and explanations need not exactly duplicate the models given; however, you should be able to justify any differences.

MODEL RESPONSES

I. Model Chart:

Student Teacher Responsibilities	Student Teaching Time Line Begin ¼ Mid-point ¾ End
1. Plan and organize a class field trip	X
2. Take on routine teaching and clerical tasks	X →
3. Observe cooperating teacher in formal teaching	X →
4. Observe nonvocational classes in session	X
5. Grade student homework assignments	X →
6. Give first demonstration to the class	X
7. Give short test and evaluate results	X
8. Confer with guidance/counseling staff	X
9. Attend advisory committee meeting	X →
10. Advise student vocational organization officers	X →
11. Make case study of a problem student	X →
12. Work as assistant teacher in laboratory situation	X →
13. Make transparencies for overhead projector	X →
14. Take over single class for a full period	X →
15. Assume full teaching load; take over all classes	X →
16. Other duties (specify)	X →

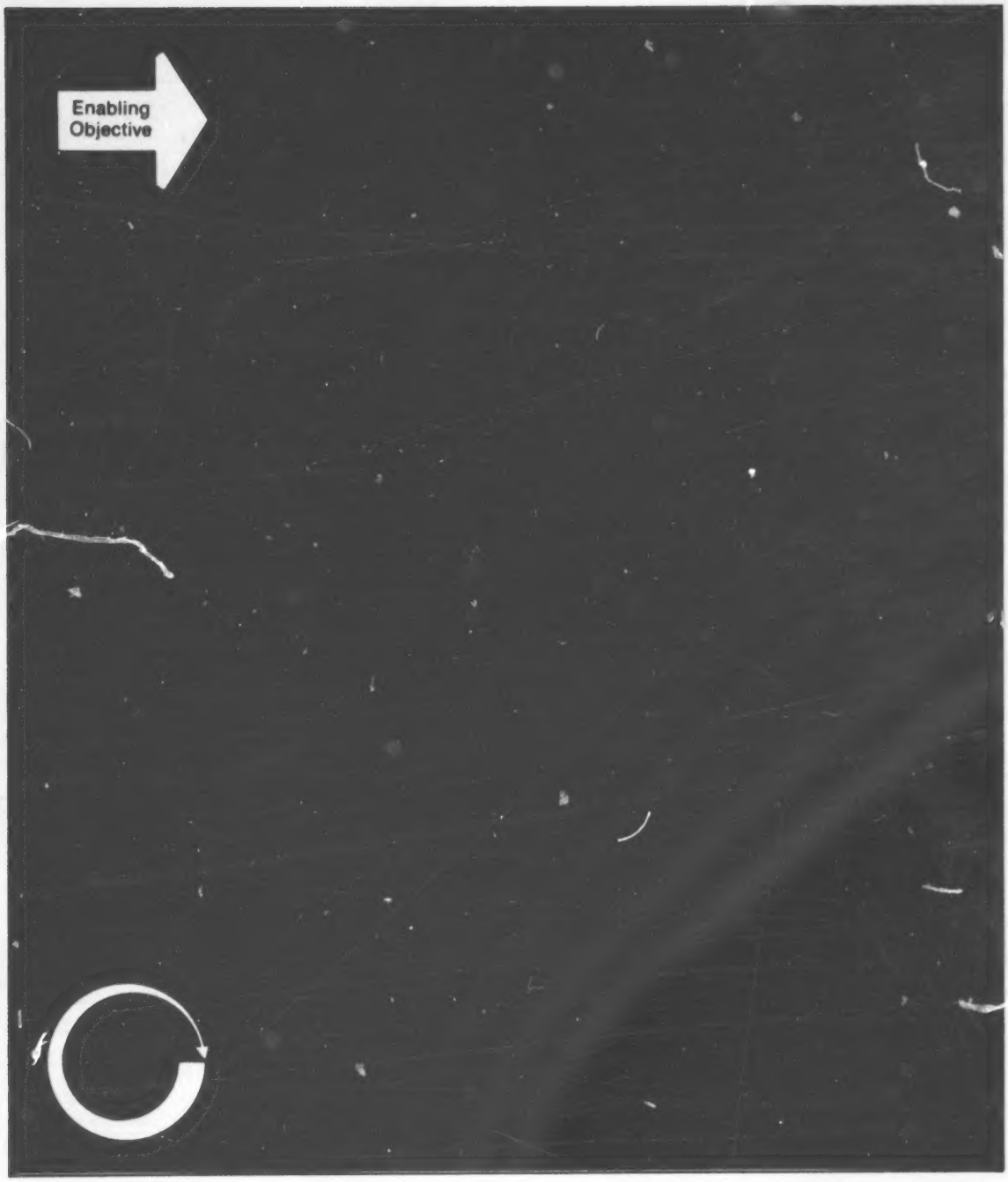
II. Model Explanations:

1. Planning for a field trip is an excellent experience for this student teacher, but it should be done only after she has had plenty of opportunity to get to know the students and the school.
2. It is a good idea to get Fran Foremost active in simple and routine tasks as soon as possible. She can thus learn about the program and can successfully contribute to the class at the same time.
3. Observing the work of the directing teacher begins right at the start of student teaching and continues in some form until the student teacher takes over the teaching load.
4. Observing nonvocational classes might be done just about any time after the student teacher has become well acquainted with the vocational program and the school.
5. Grading homework assignments is another teaching task in which Fran can work successfully early in the student teaching experience.
6. Presenting the first demonstration is a critical experience that Fran should be able to handle at the end of the first quarter. Subsequent demonstrations can be scheduled at intervals that will allow the student teacher to prepare fully for the new experience.
7. Administering and evaluating a test can be done after the student teacher has given some lessons to the class and can use the test results as a check on teaching effectiveness.
8. Fran will want to get acquainted with the work of the counseling staff early in the student teaching period so that their assistance can be utilized in working with students.
9. Getting to know the functioning of the advisory committee can be done as early as the opportunity arises.
10. It might be difficult for Fran Foremost to take a leadership position in the student vocational organization; therefore, this responsibility can be delayed until the second half of student teaching.
11. A case study experience might be most valuable after the student teacher has reached a realistic understanding of the students and their problems.
12. While Fran Foremost is a somewhat quiet and insecure individual, acting as an assistant in a laboratory setting can help her gain experience and confidence in working with students, without putting on too much pressure early in the student teaching program.
13. Making transparencies is an instructional task that Fran should be able to do well all through student teaching.
14. Taking over a class for a whole period might be a considerable challenge for Fran. It should only be done when experience has indicated that she is ready.
15. Fairly late in the student teaching period, Fran should be capable of assuming the full teaching load. She should be able to continue this responsibility until near the end, when the directing teacher will again gradually take control. If Fran is not capable of handling the responsibility at about this point, there may be serious deficiencies to consider.
16. In view of Fran's experience and fine record in the vocational service area, it would be wise to take advantage of her background by assigning her the responsibility of working as a coordinator of work experience if the opportunity permits. Both Fran and the students would benefit from the experience.

LEVEL OF PERFORMANCE: Your completed chart and explanations should have covered the same **major** points as the model answers. If there are any major differences, meet with your resource person to discuss and justify these differences.

Learning Experience IV

OVERVIEW

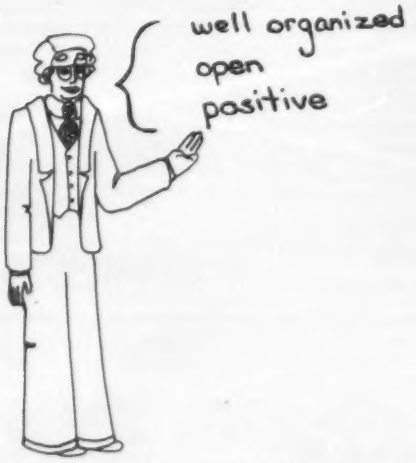


Activity

For information on developing a continuous program of evaluation for the student teacher's performance, read the following information sheet:

PLANNING THE EVALUATION OF STUDENT TEACHER PERFORMANCE

Evaluation of the student teacher, like all other aspects of the student teaching program, needs to be planned carefully in order to effectively fulfill its intended purpose. If the student teacher is to gain the greatest good from the program, evaluation experiences will need to be well organized. In addition, they must be open and positive rather than undisclosed or negative. A student teaching experience without a thorough evaluation program has little justification for existence. Since it is precisely this kind of unevaluated experience that the beginning teacher may be faced with during the first year of classroom teaching, it is vital that he or she receive evaluation feedback during the student teaching experience.



The evaluation of the student teacher will vary according to several factors, each one of which you, as the cooperating teacher, will need to take into account as plans are formulated for the experience. No two sets of evaluation plans will, therefore, be quite the same. Purposes, schedules, and techniques of evaluation will vary according to—

- the philosophy, program, and objectives of the teacher education institution from which the student teacher comes
- the program of the school and the specific occupational specialty in which the student teacher is working
- the technical aids for evaluation that are available
- the needs of the individual student teacher

In developing plans for evaluation, you will need to incorporate the evaluation processes stipulated by the teacher education program. These stipulations may include using specific evaluation instruments, scheduling evaluation conferences, and preparing a final evaluation report. In particular, performance-based teacher education programs may require that the student teacher be assessed on a great number of specific teaching competencies during the course of the program. The assessment will be based on checksheets (assessment forms) which include explicitly stated criteria and acceptable levels of performance. In this situation, your assessment responsibilities will be direct and critical, and the plans will need to be thorough and systematic.

Each occupational specialty will lend itself to somewhat different evaluation approaches. While all student teachers will be rated on personal characteristics, teaching skills, subject matter competence, human relations skills, and professional attitudes, each individual program may emphasize different aspects of these characteristics and competencies.

Evaluation instruments must be selected according to their appropriateness to the objectives of the program, and evaluation techniques must be utilized that will get at the teaching competencies deemed important for the student teacher. For example, demonstration skills may be very important to teachers in all occupational specialties, while involving students in unit planning may be appropriate only to some occupational specialties. Human relations skills may be crucial in a child care program, while a high level of technical competence may be necessary in a computer programming course.

New technical aids, such as audiotape recordings, videotape recordings, observation instruments, and interaction analysis, are available and should be added to your repertory of evaluation techniques. Not all of these may be available in your particular school, so you will need to select from those that are available and plan the evaluation program accordingly. Your own skills and abilities should be considered as plans for evaluation conferences, written comments, and observations of classroom performances are made.

In developing a plan for evaluating a student teacher's performance, remember to map out a continuous program. The program should start early in the experience and proceed right through to the time when the student teacher leaves the school. The plan should indicate the dates for regular and formal evaluation sessions, the evaluator, the topics to be evaluated, the procedures for evaluation, and the instruments (or forms) that will be used to rate specific characteristics and competencies. No formal plan should, however, prevent or discourage the short, informal evaluations that take place as the need arises and as opportunity permits. This kind of evaluation can take place at the end of a class session or at the end of a school day, and can be a way of keeping communication open.

Evaluation plans may require change and modification as the student teaching period proceeds, because certain evaluative techniques may be more effective and acceptable for both you and the student teacher. Some student teachers may want to complete self-evaluation devices and then to confer with you, while other student teachers may want you to be more directive. However, developing the plan of evaluation provides you with the opportunity to think through the whole process and produce a concrete design. If forms are not available from the teacher training institution, it also gives you time to devise checklists—the devices needed for making **objective,** recorded observations. If the institution is utilizing a performance/competency-based program, many evaluation instruments may be available.

For further information on evaluating student teacher progress, you may wish to read Johnson and Anderson, *Secondary Student Teaching: Readings*, pp. 150–158.

You may wish to obtain and review the student teaching manual from the college or university with which you are working for suggestions regarding evaluation materials.

Develop an overall plan for the evaluation of student teacher performance. This plan should be based on the expectations of the teacher training program with which you are cooperating, the program of your school and occupational specialty, the technical aids for evaluation that are available to you, and the needs of the individual student teacher (if one is presently assigned to you). Plan for the number of weeks the student teacher will be at your school. Use the Evaluation Planning Worksheet, pp. 31–32, to record your plans by filling in the cells with the following information:

Evaluation date.—Information should include the date or day of the week in which an evaluation event is to occur (e.g., a weekly evaluation conference might be scheduled for Friday, and an evaluation of lesson plans on Monday).

Type of evaluation and/or topic to be evaluated.—You might wish to evaluate overall progress, planning, a specific competency (e.g., introducing a lesson or demonstrating a manipulative skill), etc.

Procedures for evaluation.—These may include classroom observation, a videotape of the student teacher, written notes on lesson plans, etc.

Evaluator.—The cooperating teacher, student teacher, supervising teacher, or any combination of these persons who will serve in an evaluation role should be identified.

Evaluation instrument.—The forms or instruments to be used, if any—checksheet or rating scale, written report, special forms devised by the college/university, etc.—should be identified. In a performance-based program, there may be teacher performance assessment forms which serve as evaluation instruments in the final learning experience for modules.

Follow-up conference.—If needed, a special follow-up conference may be planned to provide additional assistance to the student teacher.

EVALUATION PLANNING WORKSHEET

Week	Evaluation Date	Type of Evaluation and/or Topic to Be Evaluated	Procedure for Evaluation	Evaluator	Evaluation Instrument	Follow-Up Conference
Example:	Jan. 5	Specific competency: introducing a lesson	Classroom observation	Cooperating teacher	Checksheet	Jan. 7
1						
2						
3						
4						
5						
6						
7						
8						

Week	Evaluation Date	Type of Evaluation and/or Topic to Be Evaluated	Procedure for Evaluation	Evaluator	Evaluation Instrument	Follow-Up Conference
9						
10						
11						
12						

After you have developed your evaluation plan, arrange to have your resource person review and evaluate your plans. Give him/her the Evaluation Planning Checklist, p. 33, to use in evaluating your work.

EVALUATION PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The teacher developed a continuous program of evaluation for the student teaching experience	☐	☐	☐	
2. The plan indicated clearly the following information:				
a. evaluation dates	☐	☐	☐	
b. types of evaluation and/or topics to be evaluated	☐	☐	☐	
c. evaluator	☐	☐	☐	
d. procedures for evaluation	☐	☐	☐	
e. evaluation instruments to be used	☐	☐	☐	
f. date of follow-up conference, if appropriate	☐	☐	☐	
3. Evaluation was planned for a wide range of student teaching activities	☐	☐	☐	
4. A variety of evaluation techniques was included in the plan	☐	☐	☐	
5. The evaluation plans were consistent with:				
a. the philosophy, program, and objectives of the teacher education program	☐	☐	☐	
b. the program of the school and the vocational service area	☐	☐	☐	
6. The plan took into account:				
a. the technical aids for evaluation that were available	☐	☐	☐	
b. the needs of the individual student teacher, if presently assigned	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Planning the Evaluation of Student Teacher Performance, pp. 28–29, and the readings in previous learning experiences, revise your plans accordingly, or check with your resource person if necessary.

NOTES

Learning Experience V

FINAL EXPERIENCE

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Plan the Student Teaching Experience (I–7)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning the student teaching experience, the teacher:						
1. prepared a file of information for the student teacher on the standard operating procedures of the school and his/her vocational program	☐	☐	☐	☐		
2. explained these procedures to the student teacher	☐	☐	☐	☐		
3. reviewed the personal data, educational background, and vocational experience of the student teacher	☐	☐	☐	☐		
4. planned responsibilities for the student teacher which included experiences in:						
a. instructional planning	☐	☐	☐	☐		
b. a variety of teaching techniques	☐	☐	☐	☐		
c. a variety of evaluation techniques	☐	☐	☐	☐		
d. program management	☐	☐	☐	☐		
e. student guidance	☐	☐	☐	☐		
f. school-community relations	☐	☐	☐	☐		
g. professional development	☐	☐	☐	☐		
h. student vocational organizations	☐	☐	☐	☐		
5. planned responsibilities which were appropriate to the student teacher's background and experience	☐	☐	☐	☐		
6. worked cooperatively with the college supervisor and the student teacher regarding plans for the student teaching experience	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
7. developed a comprehensive plan for evaluating the progress and achievement of the student teacher throughout the experience, including:						
a. evaluation dates	☐	☐	☐	☐		
b. types of evaluation and/or topics to be evaluated	☐	☐	☐	☐		
c. evaluator	☐	☐	☐	☐		
d. procedures for evaluation	☐	☐	☐	☐		
e. evaluation instruments to be used	☐	☐	☐	☐		
f. date of follow-up conference, if appropriate	☐	☐	☐	☐		
8. included a wide range of student teaching activities in the evaluation plan	☐	☐	☐	☐		
9. included a variety of evaluation techniques in the plan	☐	☐	☐	☐		
10. discussed the evaluation plan with the student teacher and the college supervisor	☐	☐	☐	☐		
11. based on the discussion, modified the evaluation plan as needed	☐	☐	☐	☐		
12. worked within the rationale and prescribed program of the teacher training institution in assigning responsibilities to and evaluating the student teacher	☐	☐	☐	☐		
13. prepared for the physical needs of the student teacher by providing office space and a place for personal belongings	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).